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ABSTRACT

A study examined the nature and extent of programs and course offerings available in the United States to prepare education and training professionals and analyzed the offerings in terms of a 1983 study done by the American Society for Training and Development (ASTD). Colleges and accredited business schools from across the country were identified, their available catalogs and course descriptions were secured, and data collected from them were subjected to both qualitative and quantitative analyses. No program offerings by American Assembly of Collegiate Schools of Business (AASCB)-accredited schools were found to lead to degrees in education and training. However, a number of courses having content consistent with the preparation of education and training specialists were found. These courses were offered by a variety of academic departments, with no consistency evident from institution to institution. Three models of the coordination of available training were identified: education and training was either supplied (1) totally within the personnel unit; (2) within the organization and separate from the personnel unit, but with strong linkages to it; or (3) by a separate unit outside the organization under contractual arrangement with personnel. Many of the 31 competencies identified as necessary for training and development specialists in the aforementioned ASTD study were being addressed in many of the courses identified during the present study. (MN)

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The Preparation of Training Professionals

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As America moves into a post-industrial era, with increasing emphasis on services and high technology, the role of education in training and retraining the labor force to support the needs of a changing economy becomes increasingly important. A labor force populated primarily by individuals who were educated and trained for a production-oriented economy has reason to be concerned about its ultimate employability. Workers who lose their jobs to technology are frequently displaced workers rather than just unemployed workers. Improvements in the overall economic outlook for the country will not restore their jobs because their jobs no longer exist. They must be retrained to meet the employment needs of a changing society if they are to remain productive members of that society. (Wright, 1983, p.21). A major portion of the responsibility for such training falls upon the business sector. As business-sponsored education and training activities expand in scope, demand for professionals in the education and training field increases. It is the preparation of these education and training professional within higher education with which this project is concerned.

In 1976, the American Society for Training and Development compiled a list of 36 universities, colleges, junior colleges and institutes which offered programs in training and development. A study of those 36 schools by Fresina and Kerr concluded that the critical variables in describing training and development curricula within institutions of higher education were program level, curriculum content, and housing of the programs. The authors also observed that the field is inherently interdisciplinary and requires the involvement of several different fields. (Fresina and Kerr 1977, pp. 38-42)

Farmer suggests that education and training may be a part of human resources development, a concept that has emerged in the last decade in business, industry, health care organizations, and government. He states that to develop HRD as a concept theorists have:

> "... integrated elements of: (a) organizational development (OD); (b) training, development, and education of the individual; (c) public programs to enhance the employment prospects of the unemployed; (d) human resources management (HRM); (e) human resources administration (HRA); (f) human resources utilization (HRU)." (Farmer, 1983, p. 20)

In 1983, the American Society for Training and Development (ASTD) published the results of a major study which identified training as one of nine areas of human resource practice. The study further identified fifteen key training and development roles and thirty-one knowledge/skill competency areas important to excellent performance in the training and development field. (ASTD, 1983).

PURPOSE

Included in this paper are a summary of an exploratory research study done to identify preparation of training professionals in higher education institutions, a comparison of the offerings identified in the study with the ASTD study, and the presentation of a model identifying the linkages among disciplines involved in the preparation of training professionals.

THE RESEARCH PROJECT

This exploratory research project was undertaken to identify the nature and extent of programmatic and course offerings in the preparation of education and training specialists on the part of American Assembly of Collegiate Schools of Business (AASCB) accredited schools. An

additional purpose was to see if there appeared to be any generalizations which could be drawn relating offerings offered by colleges of business and where business education and/or office administration programs were housed within the university.

Specific purposes included:

1. identify and describe courses containing substantial education and training content
2. determine what, if any, relationship exists between the location of course offerings and where business education and/or office administration programs are housed within the university
3. identify, if possible, a logical rationale for determining a division in the preparation of education and training professionals between business education and personnel within a college of business.

Methodology

Data were collected from a variety of sources. First, The College Blue Book was examined to identify programs leading to degrees in education and training in colleges and universities in the United States. No such programs were found. Next, accredited schools of business (as identified in the AACSB Membership Directory) were cross-checked with the programmatic listings in The College Blue Book to identify those which also offer programs leading to degrees in business education. Of the approximately 200 AACSB accredited schools, 82 schools thus identified, the catalogs of 56 (68%) were secured and examined in detail to identify the nature and extent of their course offerings having substantial content related to education and training content. Letters requesting course descriptions/syllabi were sent to schools having courses which appeared to have significant education and training content. The data collected from the college catalogs and the course descriptions/ syllabi were analyzed using both qualitative and quantitative analysis.

Findings

The examination of the programmatic offerings in The College Blue Book yielded no program offerings by the AACSB accredited schools leading to degrees in education and training. When the catalogs of AACSB accredited schools having programs in business education were examined to identify their offerings, if any, in the field of education and training, no programs were found for the preparation of such specialists. There were, however, a number of courses having content consistent with the preparation of education and training specialists. These courses were offered by a variety of academic departments, with no consistency evident from institution to institution. Courses were typically offered by departments of business education, management, personnel, economics, vocational education, secondary education, and adult and continuing education. This is not as illogical as it may appear at first glance as the content of course offerings is usually drawn from a variety of academic disciplines, including: business education, theory of education, adult learning a development (educational psychology), adult and continuing education, economics (manpower, labor), personnel, management, and human resource development.

Education and/or training occurred frequently as one out of six to ten topics typically included in courses in office administration and personnel administration courses, although it was not universally included in all offerings of either kind of course. For purposes of this project, this kind of treatment was not considered to be a significant course emphasis on education and training.

Table 1 below presents information about the courses identified as having significant education and training content. Fourteen courses at twelve institutions included significant content consistent with the preparation of education and training professionals. Twelve of these

TABLE 1: Courses with significant education and training content by department and location of business education department

Bus. Ed. in COB	Bus. Ed. in Coll.of Ed.	Joint Program	Department Offering Course
		X	Business admin.
X			Office admin. (2 courses)
		X	Office admin.
	X		Office admin.
	X		mgt. (grad. course)
X			mgt. (also incl. Bus. Ed.)
X			occ. and adult ed.
X			bus. ed. (grad. course)
X			bus. ed.
X			business admin.
X			bus. ed., labor rel. (2)
		X	mgt.

were undergraduate courses and two were graduate courses. Seven of these courses were offered in department of business education and/or office administration, six were offered by departments of business administration/management/labor, and one was offered by a department of occupational and adult education. Of the twelve institutions offering courses with substantial education and training content, business education programs were housed in the college of business in seven, in the college of education in two, and business education was jointly housed in the college of business and the college of education in three institutions. There were no undergraduate courses taught in colleges of business which did not house business education either wholly or jointly.

THE ASTD STUDY

In 1983, The American Society for Training and Development published the results of an extensive study of the training and development field as one part of the realm of human resource practice. The Human Resource Wheel shown in Figure 1 below shows the training and

development area as one of nine areas of human resource practice concerned with the outputs listed in the center of the circle. The study went on to identify a variety of roles included within the training and development field and to observe that most of the professionals employed in the field fulfill more than one role. (ASTD, 1983)

The division of responsibility for the preparation of education and training professionals between management/personnel and business education has sometimes been the cause of dysfunctional and unproductive dissention

FIGURE 1 The Human Resource Wheel

TRAINING & DEVELOPMENT
focus: identifying, assessing and – through planned learning – helping develop the key competencies which enable individuals to perform current or future jobs.
ORGANIZATION DEVELOPMENT
focus: assuring healthy inter- and intra-unit relationships and helping groups initiate and manage change.
ORGANIZATION/JOB DESIGN
focus: defining how tasks, authority and systems will be organized and integrated across organization units and in individual jobs.
HUMAN RESOURCE PLANNING
focus: determining the organization's major Human Resource needs, strategies and philosophies.
SELECTION & STAFFING
focus: matching people and their career needs and capabilities with jobs and career paths.
PERSONNEL RESEARCH & INFORMATION SYSTEMS
focus: assuring a personnel information base.
COMPENSATION/BENEFITS
focus: assuring compensation and benefits fairness and consistency.
EMPLOYEE ASSISTANCE
focus: providing personal problem solving, counseling to individual employees.
UNION/LABOR RELATIONS
focus: assuring healthy union/organization relationships.
HUMAN RESOURCE AREAS
outputs:
• Quality work life
• Productivity
• HR Satisfaction
• HR Development
• Readiness for Change

Models for Excellence, The American Society for Training and Development, 1983, p. 23.

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among the various academic units concerned. Conflict about the responsibility for preparing professionals among department may stem from the interdisciplinary job responsibilities which the professionals are expected to fulfill on the job. Figure 2 may help to separate those responsibilites by function. It appears that much of the conflict may have resulted from the confusion of functional responsibility and reporting within organizations on the one hand and specific content expertise on the other. They are different, but complementary concepts. The functional responsibilities for education and training are shown in Figure 2 below.

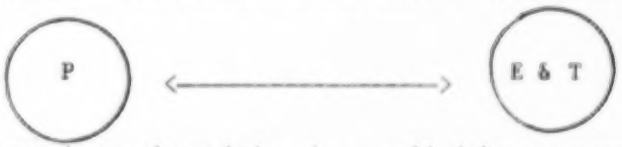
FIGURE 2: Division of Functional Responsibilities

Personnel Responsibilities	Education Responsibilities
1. hiring	1. needs assessment
2. performance appraisal and evaluation	2. designing/planning actual educational programs
3. benefits administration	3. implementation of education and training programs
4. decision making regarding resource allocation, including education and training	4. evaluation of programming
Characterized by:	Characterized by:
decision making responsibility for resource allocation and administration to meet organizational goals.	decision making responsibility for educational design process and procedures within the constraints imposed externally.

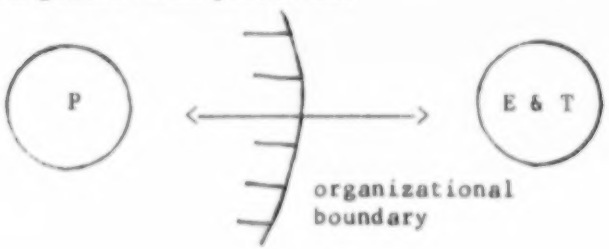
The division of responsibilites shown in Figure 2, when applied to real organizations involved in education and training, must be interpreted within the context of one of three alternative models for organizing education and training within organizations. Each model represents a different reporting relationship between education and training and the organization. The three alternative models are shown below:

Model 1: Education and training is within the personnel unit.

Model 2: Education and training is a unit within the organization separate from personnel but with strong linkages.



Model 3: Education and training is supplied by separate unit (or units) outside of the organization under contractual arrangement with personnel.



While being very different, all of these styles rely on high levels of expertise in both education-related and personnel-related activities to be effective. Model 1 has the most inherent overlapping of function. While it is possible to separate the functions, in actuality it is unlikely to occur because of physical proximity, shared supervision, or just size of the respective units.

The ASTD study identified fifteen key roles, and 102 critical outputs associated with those roles, which are performed by professionals in the training and development field. Most of the people in training and development perform several of those roles and may additionally perform roles in other human resource areas as well. They study further delineated thirty-one specific knowledge-skill areas which are important for excellent performance in the training and development. These thirty-one competencies are identified in figure 3. (ASTD, 1983, p.36)

FIGURE 3

The following model describes the knowledge/skill areas which the ASTD Competency Study has identified as important for excellent performance in the Training and Development field.

There are thirty-one (31) competencies in this model:

1. *Adult Learning Understanding* . . . Knowing how adults acquire and use knowledge, skills, attitudes. Understanding individual differences in learning.
2. *A/V Skill* . . . Selecting and using audio/visual hardware and software.
3. *Career Development Knowledge* . . . Understanding the personal and organizational issues and practices relevant to individual careers.
4. *Competency Identification Skill* . . . Identifying the knowledge and skill requirements of jobs, tasks, roles.
5. *Computer Competence* . . . Understanding and being able to use computers.
6. *Cost-Benefit Analysis Skill* . . . Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
7. *Counseling Skill* . . . Helping individuals recognize and understand personal needs, values, problems, alternatives and goals.
8. *Data Reduction Skill* . . . Scanning, synthesizing, and drawing conclusions from data.
9. *Delegation Skill* . . . Assigning task responsibility and authority to others.
10. *Facilities Skill* . . . Planning and coordinating logistics in an efficient and cost-effective manner.
11. *Feedback Skill* . . . Communicating opinions, observations and conclusions such that they are understood.
12. *Futuring Skill* . . . Projecting trends and visualizing possible and probable futures and their implications.
13. *Group Process Skill* . . . Influencing groups to both accomplish tasks and fulfill the needs of their members.
14. *Industry Understanding* . . . Knowing the key concepts and variables that define an industry or sector (e.g., critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, information sources).
15. *Intellectual Versatility* . . . Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal biases.
16. *Library Skills* . . . Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.
17. *Model Building Skill* . . . Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.
18. *Negotiation Skill* . . . Securing win-win agreements while successfully representing a special interest in a decision situation.
19. *Objectives Preparation Skill* . . . Preparing clear statements which describe desired outputs.
20. *Organization Behavior Understanding* . . . Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.
21. *Organization Understanding* . . . Knowing the strategy, structure, power networks, financial position, systems of a SPECIFIC organization.
22. *Performance Observation Skills* . . . Tracking and describing behaviors and their effects.
23. *Personnel/HR Field Understanding* . . . Understanding issues and practices in other HR areas (Organization Development, Organization Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations).
24. *Presentation Skills* . . . Verbally presenting information such that the intended purpose is achieved.
25. *Questioning Skill* . . . Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.
26. *Records Management Skill* . . . Storing data in easily retrievable form.
27. *Relationship Versatility* . . . Adjusting behavior in order to establish relationships across a broad range of people and groups.
28. *Research Skills* . . . Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.
29. *Training and Development Field Understanding* . . . Knowing the technological, social, economic, professional, and regulatory issues in the field; understanding the role T&D plays in helping individuals learn for current and future jobs.
30. *Training and Development Techniques Understanding* . . . Knowing the techniques and methods used in training; understanding their appropriate uses.
31. *Writing Skills* . . . Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes its intended purposes.

Training and Development Competencies, Models for Excellence, The American Society for Training and Development, 1983, p. 36.

The ASTD competencies shown in Figure 3 appear to come from a variety of different disciplines and are not inconsistent with the findings of the survey of AACSB schools which indicated that training-related course content appeared in a variety of courses offered by different departments. The ASTD study in no way suggests that the preparation of training professionals belongs exclusively within any one department or unit within institutions of higher education.

A recent study completed at Indiana State University was used to develop a curriculum model for preparing training and development professionals matching the thirty-one competencies from the ASTD study with existing courses in business and education. Results from a survey of ASTD members provided support for curriculum. Additional, 86.2% of the respondents indicated a belief that there is a need for a broad-based business undergraduate program to prepare professionals for the training and development field. (Husted, 1985)

CONCLUSIONS AND IMPLICATIONS

The market for professionals in the field of education and training is a growing one. Actual data on current education and training offerings by AACSB accredited schools is very limited. The scarcity of such data may be of great significance in that there are no rigidly established standards or sets of norms to be considered in designing or implementing courses and programs to prepare professionals for the educational and training field. Thanks to the ASTD study, the roles served in training and the competencies needed have been identified. As the field comes larger and better defined, with more specialized skills in demand, formal preparation is valued more highly in those seeking jobs. On-the-job training is no longer enough in many cases. Colleges of

business are in a good position to make significant contributions to the preparation of such professionals at both the undergraduate and graduate levels. To do so, they must design courses of study which would prepare students to assess educational needs, design educational programs, select and sequence educational activities, and evaluate programs for adult learners within a variety of kinds of educational settings.

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